DOCUMENT RESUME

ED 426 429 CS 509 964

AUTHOR Bedner, Nelle
TITLE Advancing Pedagogical Content Knowledge in Communication: A Critical Inquiry into the Ideology of Communication Theory Textbooks.
PUB DATE 1998-11-00
NOTE 38p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Authors; *Communication (Thought Transfer); Content Analysis; Higher Education; *Ideology; *Intellectual Disciplines; *Pedagogical Content Knowledge; *Textbook Content; Textbook Research

ABSTRACT

A study sought to reveal the ideological structure shaping representations of communication theory in contemporary communication theory textbooks. The characteristics of five communication theory textbooks, including such areas as theory inclusion, theory constitution, and theory presentation, as well as disciplinary issues, the concept of theory building, and the role of theory in education, informed an existing ideology. The conclusions found that communication theory textbook authors share an ideological commitment to: (1) diversity, (2) pluralism, (3) construction, and (4) cultivation. Contains 3 notes, 33 references, and 6 figures of data. (Author/RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 426 429

Advancing Pedagogical Content Knowledge in Communication:

A Critical Inquiry into the Ideology of Communication Theory Textbooks

Nelle Bedner, M.A.
School of Interpersonal Communication
Lasher Hall
Ohio University
Athens, OH 45701
Office Phone: (740) 593-9164
Office Fax: (740) 593-4810
E-Mail: nb248790@oak.cats.ohiou.edu

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
N. Bedner
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

A Paper Presented at the 84th Annual Meeting of the National Communication Association, November 21-24, New York, New York.

CS 509964

BEST COPY AVAILABLE

ABSTRACT

This study sought to reveal the ideological structure shaping representations of communication theory in contemporary communication theory textbooks. The characteristics of five communication theory textbooks, including such areas as theory inclusion, theory constitution, and theory presentation, as well as disciplinary issues, the concept of theory building, and the role of theory in education, informed an existing ideology. The conclusions found that communication theory textbook authors share an ideological commitment to (1) diversity, (2) pluralism, (3) construction, and (4) cultivation.

Advancing Pedagogical Content Knowledge in Communication: A Critical Inquiry into the Ideology of Communication Theory Textbooks

In his Presidential Address to the American Educational Research Association, Shulman (1986) spoke of the need for research regarding the content knowledge of teachers. After recounting the information that teachers of old had to know and understand, he identified and described three categories of content knowledge necessary in teaching students of today (subject matter content knowledge, pedagogical content knowledge, and curricular knowledge). Although each category is significant in its own respect, the one most essential at the current time is that of pedagogical content knowledge. Shulman offered the following description of what pedagogical content knowledge entails.

> Within the category of pedagogical content knowledge I include, for the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations—in a word, the ways of representing and formulating the subject that make it comprehensible to others. (Shulman, 1986, p. 9)

The Purpose of the Inquiry

The purpose of this study was to develop a framework for examining the pedagogical content knowledge of the communication discipline. That framework utilized implications of the claim that it is impossible for representations to be ideologically neutral (Giroux, 1988; Lannamann, 1991) and sought to expose the ideological structure shaping representations of communication theory in contemporary communication theory textbooks.

Pedagogical Content Knowledge: Lacking in Communication

Book (1989) claims that research pertaining to pedagogical content knowledge, which essentially looks at methods of representing what is known about a subject to students, is severely lacking in the communication discipline. Specifically, Book maintains that the pedagogical content knowledge of the discipline needs to be improved "so that students obtain accurate understandings of communication" (p. 315). She was prompted to acknowledge this deficiency after finding that educators in others fields such as

math, science, and English had explored their pedagogical content knowledge while the communication discipline had not.

This investigative shortcoming allowed Book to raise questions and make suggestions in regards to the current status of communication education. She questioned a melange of topics beginning with the accuracy of textbooks, to communication educators' seemingly callous attitudes toward public speaking, to the selection of insignificant topics for classroom discussion. This in turn prompted her suggestion for a "need to examine the ways in which we stimulate students to think about the discipline of communication by the ways in which we implicitly or explicitly represent the discipline to them" (p. 319).

In essence, Book believes that because students are highly impressionistic when presented with knowledge for the first time, communication instructors must be more aware of what they present and how they present it. This not only includes the content of discussions and lectures, but also materials used in class (e.g., textbooks, journal articles, case studies, etc.), all of which should be examined for reoccurring and distinguishable representations, characteristics, and features. Presumably a closer examination of these materials, particularly exposing the ideology of textbooks frequently used in the instruction of communication classes, will yield information pertinent to the pedagogical content knowledge lacking in the discipline.

The Ideological Structure of Pedagogical Content Knowledge

Seeing a textbook or a set of textbooks as a way or ways of representing a subject (i.e., the discipline, the phenomena, theory, and theories) to students connects to pedagogical content knowledge, and pedagogical content knowledge is further connected to ideology. This is the case because no representations are ideologically neutral (Giroux, 1988; Lannamann, 1991). For as a way of representing the subject, a textbook and its representations are informed by the author's ideological commitments or beliefs and values about what is being represented, to whom these representations are addressed, and the purposes for these representations.

The work of Parks (1982) and Lannamann (1991) offer two examples of how a subject (i.e., interpersonal communication research) can be informed by an existing ideology. Parks (1982) described

how research in interpersonal communication displayed an "ideology of intimacy." Specifically, he found that then current literature on interpersonal communication primarily focused on the beliefs about the relationship between intimacy, openness, etc. and their relation to mental and physical health.

Lannamann (1991) identified four ideological tendencies representative of empirically based interpersonal communication research. These ideological inclinations included individualism and cognitivism, subjectivism, subjective intentionality, and ahistoricism. Thus, Lannamann found that "the great majority of mainstream interpersonal research studies are based on an individual unit of observation, subjective and often imaginary responses to hypothetical scenarios, and explanatory models that highlight intentionality but not the complexities of larger cultural and historical systems" (p. 187).

Lannamann also set forth a thorough discussion of the relationship between epistemology and ideology. Of significant importance was his mention of Gregory Bateson's remark that one "cannot claim to have no epistemology" (as cited in Lannamann, 1991). Bateson's statement led Lannamann, who believes that ideology "subsumes" epistemology (meaning that ideology is the foundation upon which intellectual discussions are built), to the realization that if one cannot not have an epistemology, one also cannot not have an ideology. In summation, Lannamann thinks that one's epistemology is shaped by a presupposed ideology. That is, one's knowledge incorporates preconceived beliefs and values, which are ultimately molded into convictions thereby forming a philosophy.

Because it is impossible for theory and research to be ideologically neutral, one should find ideological tendencies in all areas of the discipline, not just interpersonal communication research. That is why the goal of this study was to examine the content of communication theory textbooks, so that the textbooks ideological inclinations were also exposed.

Sprague (1990) offered a form of reasoning and/or motivation behind the way or ways of representing the discipline and phenomena of communication to students. Her four goals of education, which included "transmitting cultural knowledge," "developing students' intellectual skills," "developing students' career skills," and "reshaping the values of society," characterize viable purposes for representing a subject (i.e., communication) to students.

Both Parks (1982) and Lannamann (1991) described how interpersonal communication research is represented as well as influenced by the beliefs and values of other research and researchers, while Sprague (1990) offered possible intentions for the representation of a subject. As a result, it is easy to see why the pedagogical content knowledge of the discipline needs to be improved. Not just because "accurate" representations and understandings of communication are needed, but because it is necessary to know about what is being represented, to whom these representations are addressed, and the purposes for these representations.

The Function of Ideology

Because the goal of this inquiry was to expose the ideology that communication theory textbooks display both explicitly and implicitly to the student, elucidating ideology is imperative. As it was used in this study, ideology was defined as a conventional set of beliefs and values that structure the ways knowledge of the discipline and phenomena of communication are represented to students. Thus, ideology was a device utilized in the examination and understanding of how the beliefs and values of communication theory textbook authors influenced pedagogical content knowledge.

In essence, it was assumed that textbooks, particularly ones used in the teaching of communication theory, contained sets of beliefs and values that were implicitly accepted and utilized without question by both students and teachers. It is important to note however, that ideology was not being unquestioned by textbook authors because of negligence or ignorance, but instead because of its unconscious existence.

Factors Influencing the Nature of Communication Theory

Over the past twenty-five years the communication discipline has engaged in several metatheoretical debates that have affected what communication theory should be and how it should be represented. Thus, each of the perspectives discussed in this section reflect an ideological position informed by a particular set of beliefs and values.

An early metatheoretical discussion influencing the nature of communication theory is often referred to as the laws/rules/systems trichotomy. This debate, which stemmed from Kuhn's (1970) belief that a universal model is indicative of disciplinary maturity, focused on the formation of a universal perspective

from which all scholars should study human communication (Berger, 1977; Cushman, 1977; Hawes, 1977; Monge, 1977).

More specifically, for Berger (1977) the study of communication must be guided by a perspective using covering laws. In contrast, Monge (1977) promoted a perspective implementing systems theory which included four divisions: open, closed, cybernetic, and structural-functional. Finally, for Cushman (1977) human communication should be studied using a rules perspective.

In essence, for Berger, Monge, and Cushman communication inquiry is characterized in a monistic, one paradigm fits all fashion. Although each of these scholars present different paradigms consisting of different beliefs and values (i.e., ideology), they do ascribe to a metatheoretical perspective having a narrow focus (i.e., monism).

On the other side of this metatheoretical debate are scholars who do not give credence to one particular paradigm. In fact, for "social constructionists" such as Bochner (1985) and Pearce (1989), one paradigm is not better than another nor is one right or wrong. Thus, these scholars ascribe to the "pragmatist view" in which one selects a paradigm because of its practicality rather than its accuracy. In opposition to Berger, Monge, and Cushman, Bochner and Pearce believe that human communication should be characterized from a pluralistic standpoint. Therefore, they believe that one's metatheoretical choices should be focused openly (i.e., pluralism).

Another discussion influencing the nature of communication theory was the 1983 "Ferment in the Field" issue of the Journal of Communication. The articles found in that special issue discussed the status of scholarship of the discipline. The authors of those articles declared communication studies to be a fragmented discipline in which some scholars ascribe to behavioral science, while others associate themselves with an interpretive-humanistic perspective. Thus, there are those communication scholars who believe that a communication theory is an actual communication theory when it has a behavioral foundation and those who believe that a communication theory is an actual communication theory when it is interpretive.

In 1993 the editors of the Journal of Communication decided that it was time to examine the field again. Although the authors of the articles changed, the results were similar to those in 1983. Once again, the authors of the included articles deemed communication scholarship as divided as it was a decade earlier.

Another disciplinary dispute influencing the nature of communication theory stems for the question "why are there so few communication theories?" (Berger, 1991). The debate began with Berger (1991) enumerating his beliefs about the communication theory deficiency. Berger's response to the question led to rebuttals by Burleson (1992), Redding (1992), Proctor (1992), and Purcell (1992). Burleson (1992) contends that theory constructed by members of the discipline is not lacking, it is lacking in content regarding human communication. In order to justify that belief, Burleson briefly examined the content of current communication theory textbooks, and maintained that those textbooks are not about communication "per se," they are about communication and any given event (e.g., relationship development, relationship disintegration). Therefore, Burleson believes that communication researchers should not "assume" communication, they should instead "problematize" it.

For the most part, Redding (1992) sided with the opinions set forth by Berger. However, Redding's position is also influenced by his interest in organizational communication. On the other hand, Purcell (1992) and Proctor (1992) have entirely different views about the constitution of communication theory. Purcell (1992) contended that communication theory should not only include the predominantly social scientific research of the twentieth century, but also humanistically based rhetorical theory dating back to around the fifth century B.C.

Meanwhile, Proctor (1992) elaborated on the importance of communication scholars as "practitioners." He maintained that if communication educators spent more time theorizing about what they practice, and taught his or her own students to do the same, the discipline would be less deficient theoretically.

The Goal of the Inquiry

Once again, this study sought to expose the ideological structure shaping representations of communication theory in contemporary communication theory textbooks. More broadly, the exposition of

such an ideological structure helps to improve the communication discipline's pedagogical content knowledge and offers insight on implications of the claim that it is impossible for representations to be ideologically neutral (Giroux, 1988; Lannamann, 1991).

This ideological analysis is presumed to be advantageous to many groups. For example, to communication scholars this study has the potential to improve the discipline's pedagogical content knowledge. In regards to communication educators, this inquiry puts forward possible insight in reference to the selection that one makes regarding communication theory textbooks to be used in the classroom. Finally, for students of communication this investigation offers understanding about the nature of textbooks in general and communication theory in particular.

Research questions which guided this examination of the ideology of communication theory textbooks were:

RQ1: How do communication theory textbook authors represent communication phenomena and the communication discipline as well as influence the way communication theory is represented to students?

RQ2: How do communication theory textbook authors portray: (a) educational goals (e.g., transmit knowledge, enhance students' career skills, enhance students' intellectual skills, reshape the values of society (Sprague, 1990)) and (b) the educational process itself (i.e., the work of students in class)?

RQ3: Who is the primary audience of contemporary communication theory textbooks (i.e., students, professors, theorists, textbook authors)?

Method

A variation of Glaser and Strauss' (1967) grounded theory was used to expose the ideology of communication theory textbooks. More specifically, grounded theory was adapted to the goals of critical theory (i.e., criticism and social change), so that through reflection, knowledge was produced (Bochner, 1985). As Creswell (1994) explained, the goal of such an inquiry "is not to be constrained by a theory" (p. 95), but to instead, view evidence "as emerging in design" (p. 95).

The method for this ideological analysis was fourfold; it included (1) selecting textbooks, (2) interrogating textbooks, (3) coding textbooks, and (4) developing tendencies.

Selecting the textbooks. The data for this study were five communication theory textbooks recommended by instructors who have taught the course[1]. Each of these textbooks were in print and available from major publishers.

Interrogating the textbooks. By keeping in mind the issues and concerns addressed in the review of literature, questions were devised in order to interrogate each textbook. Thus, dealt with as informants, each textbook was 'asked' questions about the theories presented and described. Questions applied to each textbook included: (1) what communication theories are included? (2) what constitutes a communication theory, or what makes a theory a communication theory? (3) how are theories of communication presented? (5) how is theory construction presented? (6) how is communication theory used in education?

Coding the data. The coding of the communication theory textbooks began with the first question by constructing a chart to identify the theories included in the respective textbooks[2]. Next, each of the theories charted were then coded for frequency. Therefore, theories found in all five textbooks interrogated were grouped, theories found in four textbooks were grouped, and so on (see Figures 1 through 5 for theory groupings).

Textbook authors including more or less of the theories found in four or more of the textbooks were also identified. This was viewed as an important side note in conjunction with the vast differences found in theory inclusion.

The notation of the disciplinary affiliation (e.g., communication scholar, psychologist, sociologist, etc.) of the theorists responsible for developing the theories found in five and four of the communication theory textbooks (see Figure 6) was necessary to answer the second question. This was essential in order to investigate possible fit into Berger's (1991) criteria for a communication theory (i.e., that it is developed by someone in the communication discipline).

Also in regards to theory constitution, theories found in four or more of the textbooks were labeled as either Communication Topic/Problem (general theory) or Communication Context (contextual theory) because of the emergent tendency of the labeling (general or contextual) to fit Burleson's (1992) idea of "assuming" and "problematizing."

In order to answer the third question, which dealt specifically with the presentation of communication theories, each textbook was examined to determine how theory was displayed and/or organized (e.g., did the textbooks dedicate a single theory per chapter or were several theories presented, did textbook authors present theory as process or product, etc.).

The representation of the communication discipline was the focus of the fourth question. As a result, all textbooks incorporating information about the discipline were outlined so that what was included in each text could be more attainable. Specific information pertaining to the communication discipline included the presentation of metatheoretical issues. Thus, each textbook was examined for: (a) inclusion or exclusion of metatheoretical issues, (b) terminology used to describe the issues, (c) how thoroughly each was discussed, (d) who was discussed in relation to the issues.

Each textbook was inspected for its inclusion or exclusion of communication research methodology in order to answer the fifth question. In those textbooks that included research, particular emphasis was placed on where it was located, and how and what was discussed.

The final question was addressed when textbooks were examined for the presence of Sprague's (1990) four educational goals (e.g., transmit cultural knowledge, enhance students' career skills, enhance students' intellectual skills, reshape societal values). Prefaces, authors' notes, discussion questions, and further reading examples were the primary sources of information for answers pertaining to the four educational goals

Developing the tendencies. The four ideological tendencies which emerged from this study were produced through reflection. After organizing, reporting, and contemplating the answers to the interrogation questions, statements were constructed which described how communication theory was represented in the textbooks. For example, the statements depicted communication theory as being fragmented, an individual accomplishment, multiperspectival, etc. Ultimately, it was from those statements that the ideological structure shaping representations of communication theory in contemporary communication theory textbooks emerged.

Results

This study sought to expose the ideological structure shaping representations of communication theory in contemporary communication theory textbooks. It was expected that such an exposition would improve the communication discipline's pedagogical content knowledge and offer insight on implications of the claim that it is impossible for representations to be ideologically neutral (Giroux, 1988; Lannamann, 1991). Characteristics of the artifacts which informed the ideology of communication theory textbooks pertains to the following areas: theory inclusion, theory constitution, theory presentation, the nature of the discipline, theory building, and the role of theory in education.

Theory Inclusion

After grouping and categorizing the theories found in the five communication theory textbooks, a total of 216 "communication theories" were identified[3]. Of the 216 "communication theories," only 7 were included in all five communication theory textbooks. The remaining theories were grouped and categorized as follows: 11 theories were common to four textbooks, 17 were common to three textbooks, 46 were common to two textbooks, and 135 theories were included in only one of the textbooks.

Arranging the theories into common groups presented a notable trend. That is, not one communication theory textbook author included all 18 of the theories contained in at least four of the textbooks. Griffin (1997), Infante et al. (1997), and Littlejohn (1996), however, had 17 of the 18 theories found in at least four of the communication theory textbooks. The numbers declined as Trenholm's (1991) textbook contained 16 of the theories found in at least four of the communication theory textbooks, while Stacks et al. (1991) had only 12.

Based on the examination of textbooks often used to teach the course, there was little consensus on how communication theory, a frequently taught topic in the communication discipline, should be represented to students. If the topic displayed any genuine unity (i.e., having 216 theories common to all five textbooks instead of seven) the representations would seem to be more congruous in nature.

Theory Constitution

This section pertained to the issue of what makes a theory a communication theory. Berger's (1991) criterion for constitution as a communication theory was that someone in the communication discipline develop it. After recording the disciplinary affiliations of the theorists associated with the 18 theories common to four or more textbooks, the findings indicated that less than half of the "communication theories" were not developed by communication scholars. Of the 18 theories, only eight were developed by communication scholars, while the other ten were developed by psychologists, sociologists, linguists, and engineers. Therefore, Berger's standard that "communication theories" be constructed exclusively by members of the communication discipline seemed to be in need of advancement.

Also, after scrutinizing the contents of these five communication theory textbooks, there was evidence to support Burleson's (1992) belief that most of the theories covered in these textbooks "assume" rather than "problematize" communication. Generally, over half of the content in each of the textbooks dealt with communication in a particular setting. Thus, as Burleson (1992) maintained, "there are few theoretical treatments of human communication available because scholars have focused their efforts on the content and uses to which humans put communication rather than on communication per se" (p. 81). In other words, communication textbook authors tended to focus more on contextualizing or "assuming" communication as opposed to concentrating on "problematizing" or investigating "the fundamental nature of human communication" (Burleson, 1992, p. 80).

Also recalled was Purcell's (1992) belief that the discipline should stress rhetorical theory. Two of the communication theory textbooks examined in this study (Infante et al., 1997; Stacks et al., 1991) included lengthy examinations about some of the discipline's earliest theorists. In addition, all textbooks, with the exception of Littlejohn (1996), offered a thorough discussion of Aristotle's significant contributions to the discipline.

Theory Presentation

Even though there was little agreement among textbook authors as to which theories of communication should be included in a textbook, there was accordance regarding how they should be

presented in a text. The following divisions: general/contextual, process/product, and individual/conversational were representative of the ways in which theories were presented.

General/Contextual

All of the textbooks examined divided the theories, some more explicitly than others, into the categories of general and contextual. General theories of communication often consisted of broad topics such as messages, signs, language, and discourse. While on the other hand, contextual theories of communication frequently pertained to communication in specific situations (e.g., relationships, group-decision making, organizations, media, etc.).

According to Trenholm (1991), the theories referred to as general were labeled so "because they describe processes common to all instances of communication" (p. xiv). Littlejohn (1996) stated that general theory is "core communication theory" because it "focus(es) on general concepts and processes common to all communication" (p. 19). This statement can be related to Trenholm's agreement with Ernest Bormann's (1980) assessment that focusing on the elemental pieces of the communication process is vitally important because it does indeed lead to the formation of larger, more in-depth (i.e., specific) theories that are also an important part of the field.

Finally, the general/contextual theory label was used in the layout and design of textbooks. Because communication is such an immense topic encompassing several disciplines, textbook authors found it useful to present theory with divisional or sectional boundaries. The most common division among communication theory textbooks was Topic-Problem-Approach (i.e., general theory) and Contexts-Themes (i.e., contextual or specific theory). In essence, the layout and design of textbooks revealed authors' beliefs about the complex nature of human communication (i.e., how basic communicative acts directly relate to specific communication situations and vice versa).

Process/Product

Communication theory textbook authors characteristically presented theory as either process or product. Theory as process pertained to both theoretical derivation and development, while theory as product depicted theory as an end result not to be further explored.

Even though textbook authors intended to present their textbooks as examples of theory construction, they did not present theory as a process. In most instances, with the exception of Trenholm (1991) whose textbook will be addressed momentarily, theory was presented as a product. That is, textbook authors highlighted the basic concepts of a theory without explaining how the theory was actually derived or constructed. The exception in this case would be Trenholm (1991). Far more than any of the other textbook authors combined, Trenholm recognized theory as a process. In her criticism of attribution models, for example, Trenholm not only discussed what constituted a good attribution theory, she also offered the reader a 'research abstract' that touched upon what some attribution theorists actually *did* in order to reach their conclusions.

Individual/Conversational

Another characteristic of theory presentation included textbook authors' decisions to present theory not only as the work of solitary individuals or teams, but as an intellectual context that is part of an on-going conversation that changes and develops over time. In instances when a textbook author presented a theory, his or her first preference was to link the theory with the individual or individuals responsible for constructing the theory. For example, Griffin (1997) built each one of his chapters around a single theory and its author or authors. The other textbooks examined (Infante et al., 1997; Littlejohn, 1996; Stacks et al., 1991; Trenholm, 1991) also tended to present theory as the work of an individual or team. Thus, when a theory was discussed, those associated with its research were generally the primary focus of the discussion.

However, theory was also presented to the student as part of an on-going conversation that changes and develops over time. Examples of development and change within the textbooks of Infante et al. (1997) and Littlejohn (1996) were found in the new research that they presented immediately following the description of a theory. Trenholm (1991) offered the reader "research abstracts" as a way of emphasizing the on-going conversation. In addition, Trenholm offered an in-depth account of theory transformation in her preface. Within that excerpt, she discussed the different directions that theory has taken over the past forty years.

The individual/conversational issue was indicative of another instance in which textbook authors said one thing and did another. That is, they talked about or presented the conversational and developmental attributes of new theory, while they themselves presented theory as an individually accomplished, finished product.

The Nature of the Discipline

Another characteristic common to the communication theory textbooks examined involved providing students with an overview of communication studies. For example, textbook authors frequently touched upon such topics as the history of the discipline (Griffin, 1997; Infante et al., 1997; Littlejohn, 1996; Trenholm, 1991), the difficulty in defining communication (Infante et al., 1997; Littlejohn, 1996; Trenholm, 1991), the nature of communication (Griffin, 1997; Infante et al., 1997; Littlejohn, 1996; Stacks et al., 1991; Trenholm, 1991), and the uniqueness and importance of communication (Griffin, 1997; Infante et al., 1997; Littlejohn, 1996; Trenholm, 1991).

Communication theory textbook authors did not merely present an overview of elements pertinent to the study of human communication, they also addressed controversial metatheoretical issues which display the fragmentary nature of the discipline.

Perspectives on Human Communication

The discipline was consistently presented by communication theory textbook authors as being multiperspectival, or metatheoretically diverse. Although communication theory textbook authors have different ways of presenting and describing these philosophical concerns, each textbook author did address the issue.

Griffin (1997) presented metatheory as "scientific" versus "humanistic." According to Griffin, those working from the scientific perspective accepted objectivity and accepted the belief that certain forces shape human behavior. In addition, scholars who ascribe to the scientific position tended to rely heavily on laws and experimental research. On the other hand, scholars affiliated with the humanistic perspective gave credence to subjectivity, the creation of reality, rules, and the use of qualitative research.

Metatheoretical issues were described by Infante et al. (1997) as perspectives conceived as covering laws, human action (rules), and systems. As discussed by Infante et al., the covering laws perspective focused on prediction and generalizability, and was divided into two parts; positivistic and probabilistic. The human action perspective was described as being rules based and "that the true nature of reality is subjective experience" (p. 77). They presented the systems perspective as neither supporting nor promoting any specific way of knowing. Thus, scholars supportive of that perspective tended to use laws or rules, or a combination of laws and rules.

Stacks et al. (1991) divided metatheoretical issues into the systems, rules, and laws trichotomy as well. The systems approach (i.e., logical necessity) emphasized the description of the "real" world. Stacks et al. divided this approach into three perspectives: humanistic, pragmatic, and structural-functional. They maintained that the goal of the rules approach (i.e., practical necessity) was "to understand *why* people communicate as they do" (p. 25). Hence, they believed that theorists employing such an approach were concerned "with the pragmatic aspects of day-to-day communication" (p. 25). The covering laws perspective (i.e., nomic necessity) entailed the use of "a set of universal propositions and their stipulated initial conditions" (p. 32).

Littlejohn (1996) presented metatheoretical issues in a variety of ways. First, he presented three ways in which knowledge is created which included knowledge by discovery, interpretation, and criticism. Next, he classified theory into genres (i.e., structural and functional, cognitive and behavioral, interactional and conventional, interpretive, and critical); for he believed that they "capture some important philosophical similarities and differences among communication theories. . ." (p. 13). Littlejohn also divided metatheory into traditional and alternative paradigms and Worldview I and Worldview II. The traditional paradigm or Worldview I was described as empirical, mechanistic, and value neutral, while the alternative paradigm or Worldview II was based on constructivism, actionalism, and value consciousness.

Finally, Trenholm (1991) offered eight metatheoretical perspectives. The first four perspectives, mechanistic, psychological, interactionist, and pragmatist were adapted from Fisher (1978). The four

remaining positions, the semiotic perspective, positivistic (laws) approach, interpretive (rules) approach, and critical approach were added by the textbook author.

Communication theory textbook authors also presented the discipline as being multiparadigmatic in nature. Three of the textbook authors (Griffin, 1997; Infante et al., 1997, Littlejohn, 1996) cited Thomas Kuhn and his work about scientific revolutions and universal paradigms. Often these textbook authors mentioned Kuhn in conjunction with their discussions of theory and/or metatheory. Griffin (1997) alluded to Kuhn in his overview of the communication discipline in the 20th century, opting to discuss him in connection with communication scholars' attempts at constructing a paradigm that would be universally accepted by all members of the discipline.

Both Infante et al. (1997) and Littlejohn (1996) referred to Kuhn in relation to theory development and change. That is, they discussed how theory could be developed using one set of assumptions, then changed using a new set, because of a loss of usefulness and/or interest in the purpose of old ones. Ultimately what occurred was that some supported the original premise, while others supported the new.

Because a majority of communication theory textbook authors presented the communication discipline as being multiparadigmatic, which is a social constructionist view, one assumed that authors accepted or believed some version of constructionist thought. An example of constructionism was found in Trenholm's (1991) belief "that theorizing is less a process of discovering an underlying concrete truth then constructing a vision of reality" (p. x). In addition, Littlejohn (1996) maintained that "all theories must be viewed as constructions" (p. 23). He also contended that "theories represent various ways observers see their environments, but theories themselves do not reflect reality" (p. 23).

Theory Building

Communication theory textbook authors characteristically presented the concept of theory building linked to research. This issue was clearly explicated through textbook authors' in-depth presentations of communication research methodology. Griffin (1997) discuss[illegible]esearch in the first chapter of his textbook within his discussion of metatheoretical perspectives. He spent time briefly summarizing methods of

prediction and control (e.g., experiments and surveys) and interpretation and understanding (e.g., textual analysis and ethnography).

Infante et al. (1997) included an appendix dedicated entirely to research methods. Basically an overview of scientific research, examining such topics as the concepts of research, research design, and measurement scales, Infante et al. included communication research as an appendix in an effort to stress "the interdependency of theory and research..." (p. xviii).

Trenholm (1991) offered the most comprehensive coverage of communication research in an appendix to her textbook. She included overviews and the steps necessary to complete research using five different methods (participant observation, case method, analysis of message systems, survey, and experimental).

Littlejohn (1996) and Stacks et al. (1991) also discussed theory construction and communication research albeit in a different fashion than the other textbook authors. Littlejohn (1992) promoted theoretical progress within the discipline through his 'new' theory examples (e.g., updates and extensions of old theory) at the end of selected sections. Stacks et al. (1991) did not have a straightforward manner of presenting the concept of theory building. They opted to discuss the key parts of a theory and the development of a theory; they then explained its implications at the same time that they presented an 'actual' theory.

Theory building was another area in which communication theory textbook authors were guilty of saying one thing and doing another. As with the process/product and individual/conversational issues, textbook authors presented a point in which they did not expect their reader to complete. Thus, they presented and promoted an issue that they themselves did not wholeheartedly accept.

The Role of Theory in Education

Another characteristic of communication theory textbooks involved the role of communication theory in the educational process. Specifically, textbook authors seemed to believe that theory could help transmit cultural knowledge, develop students' intellectual skills, develop students' career skills, and help reshape the values of society (Sprague, 1990).

The transmitting of cultural knowledge goal presumed that knowing and understanding key terminology and other elements of communication theory (i.e., knowing key theories along with the individual or individuals associated with the theory or theories) would help turn students into well rounded individuals with liberal educations (Hirsch, 1987).

Trenholm (1991) acknowledged that one of the primary goals of her textbook was "to provide the student with a survey of major social scientific theories of communication" (p. ix) so that students could more readily function in society. Griffin (1997), Infante et al. (1997), and Littlejohn (1996) also took as their aim to provide students with background information that would inevitably lead to an effective education.

The development of intellectual skills involved the ability to "analyze, organize, refute, and defend ideas...in order to become educated" (Sprague, 1990, p. 24). This included the mastery of both oral and written skills in communication. Thus, students of communication theory would not only be capable of displaying comprehension of theory on paper they would be able to 'talk' theory as well.

The most powerful way of achieving that goal, a method used frequently by communication theory textbook authors, was through the development of critical thought. Two textbook authors (Stacks et al., 1991;Trenholm, 1991) acknowledged their interest in having students critically examine theory. For example, Stacks et al. (1991) declared from the onset that the goal of their textbook was to form "a foundation from which students [could] make critical judgments about the phenomena they study" (p. xiii). Trenholm also recognized the role of criticism in the communication theory classroom. She maintained that one of the primary goals of her textbook was "to develop in the student a critical attitude toward theory, to drive toward the realization that theories are based on underlying assumptions that should not be accepted uncritically" (p. x).

Textbook authors also seemed to believe that communication theory was a necessary element in building students' career skills. This of course meant that theory needed to be practiced in order to solve practical communication problems, issues, etc., that might arise in the work-place. Griffin (1997) exemplified the 'practical' connection throughout the course of his textbook with the narrative examples he

used in order to explain a theory. He constantly encouraged students to conjure up personal situations that would help them understand a theory's practical, everyday use.

In order to illustrate communication theory, sometimes textbook authors turned to popular culture examples in order to get the details across. For example, Griffin (1997) not only used a number of these examples in his discussion of metatheory and of specific theories (e.g., A Diet Coke advertisement, "Children of a Lesser God," "Calvin and Hobbes" comic strips), he also included an appendix which listed feature films that illustrate communication theory. Griffin assumed that if students could apply what they already knew about communication to something that they found interesting, then in turn implemented the rudiments of a particular theory to that interest, their knowledge of communication theory would be enhanced. He believed that such knowledge could directly lead to the refinement and cultivation of the educational goals already discussed.

Finally, in terms of reshaping the values of society, Sprague (1990) wanted students to constantly question the information that they obtained. She wanted them to think about questions such as "What is *not* said? Why? Who profits from keeping communication the way it is now?" (p. 25).

As was mentioned in the goal pertaining to development of intellectual skills, both Stacks et al. (1991) and Trenholm (1991) declared in the prefaces of their textbooks that criticism was a goal of monumental importance. Thus, they explicitly promoted the goals of critical theory (e.g., criticism and social change) from the beginning (Bochner, 1985).

Discussion

The results of this study indicate that an ideological structure shapes representations in contemporary communication theory textbooks. That structure, which was informed by characteristics of the textbooks, reveals fundamental beliefs about communication phenomena and the communication discipline and indicates how they influence the way communication theory is represented (i.e., pedagogical content knowledge). Also informed by the characteristics of the textbooks are indications about who may be the primary audience of contemporary communication theory textbooks.

The findings show that communication theory textbook authors share an ideological commitment to (1) diversity, (2) pluralism, (3) construction, and (4) cultivation. These four ideological tendencies reflect Shulman's (1986) definition of pedagogical content knowledge in that they clearly indicate the ways in which communication theory is represented to students.

Ideological Tendencies

Diversity

Communication theory is consistently presented as a diverse phenomenon. Because only seven out of the 216 theories contained within the five textbooks examined are common to all five textbooks, communication theory textbook authors show little agreement on which theories are appropriate for inclusion in a textbook of communication theory. Thus, textbook authors' beliefs about theory inclusion/exclusion signifies a partiality to diversity and individuality. That is, just because one author includes any given theory of communication does not mean that another author must include it in his or her own textbook.

Another example of diversity in communication theory can be found when referring to the disciplinary affiliations of the theorists responsible for the theories found in four or more of the textbooks. The fact that the more common communication theories are infrequently constructed by members of the communication discipline indicates that textbook authors believe that one does not have to be a communication scholar to construct a communication theory.

The community of scholars which comprise the communication discipline represent a plethora of diverse interests. Specifically, communication theory textbook authors consistently acknowledge that there are scholars of communication who are interested in the study of basic communication phenomena (e.g., messages, signs, language, etc.), and those who elect to study more specialized areas of communication (e.g., interpersonal, organizational, mass, etc.).

Communication theory is also frequently divided into the categories of general and contextual. This classification indicates that communication theory textbook authors believe that communication theory is complex and diverse. Authors assume that students need to be presented with the basic elements of communication phenomenon before being presented with the specifics. Such a belief implies that the key to

learning and understanding communication theory is that it first be discussed in a simplistic fashion before moving to particularities. The general/contextual label is also indicative of the enormity of material that is considered as being communication theory. Because communication encompasses several disciplines, limitations in the form of categorization are necessary in order to restrict as well as organize theory.

Diversity is also represented when textbook authors present communication theory as both an individual accomplishment and a progressive act. In this instance, students learn that conducting communication research is more than a personal achievement, it is also an important element in ones inclusion and/or status within the intellectual context of the ongoing conversation.

Pluralism

Communication theory textbook authors acknowledge that a course in communication theory not only includes the presentation and description of particular theories, but also comprises other facets of communication studies as well. It is within those sections pertaining to the other elements of communication theory, as well as the sections about particular theories that the ideological tendency of pluralism is cultivated and supported.

Based on the information found within the five communication theory textbooks used in this study, pluralism is an established belief in the discipline of communication. First, as discussed earlier, the discipline consists of scholars with conflicting ideas of what constitutes a theory of communication. Next, communication studies is consistently represented as a multiperspectival field where metatheoretical issues are deliberated and debated. That is, communication theory textbook authors consistently present scholars working from contrasting philosophical assumptions.

The characteristics mentioned above show that communication theory textbook authors view the discipline as pluralistic, albeit a weak pluralism. In fact, textbook authors occasionally give credence to a form of pluralism that borders relativism. Pluralism infers that whatever one accepts is important, while relativism resigns to the belief that if you believe in something then it is true for you. Thus, not only do textbook authors acknowledge the diversity of the discipline's theoretical and philosophical underpinnings,

they also recognize that due to differing circumstances, each of the theoretical and philosophical positions presented tend to be more important to some than to others.

Construction

Communication theory textbook authors believe that communication theory is in a constant state of construction. That is, communication theory is continually being designed and redesigned through the construction of new theory and the extension of old theory.

In addition, textbook authors consistently use the concept of 'construction' as an organizing metaphor for their textbooks. The end result of that occurrence is that the reader tends to view theory as a progressive act.

Representations of theory construction can be found in other places as well. For instance, textbook authors frequently use research examples, theory extensions, questions for discussion, and chapter ending criticisms to encourage and advance the image of theoretical construction. These activities are seen by textbook authors as the most useful ways of encouraging students to engage and advance their own theoretical ideas. Textbook authors also emphasize to students that whether or not they opt to originate their own theory or extend one already in existence, both are acceptable products of theory construction.

Even though theory construction is consistently presented by communication theory textbook authors, rarely is actual theory construction ever shown in a textbook. That is, students are seldom exposed to the 'behind the scenes' activities (e.g., thought processes, data collection, etc.) that theorists tirelessly perform in order to construct a theory of human communication. The theories that students read about in communication theory textbooks are finished products, flawless and polished.

Thus, there is a degree of false consciousness, or a 'defect' in the constructional device often used in communication theory textbooks. For textbook authors present inaccurate and misleading ways of thinking about theory in general, and the process of theory construction in particular.

Cultivation

Textbook authors also believe that communication theory facilitates learning. Thus, communication theory plays an important role in the educational process. That is, whether students realize it or not, textbook

authors presentation of over 200 communication theories is one way to transmit the knowledge of the discipline (Sprague, 1990). With students becoming familiar with various theories, theorists, and communication phenomena, they develop skills in "cultural literacy." In other words, they acquire pieces of information (e.g., knowledge of theories, theorists, etc.) that will allow them to function more readily in contemporary society (Hirsch, 1987).

Communication theory textbooks tend to enhance students' intellectual skills (Sprague, 1990). Textbook authors strive for this goal by having their readers think critically about the theories being presented. They attempt to accomplish this feat through the presentation of questions for discussion and suggestions for further reading. However, whether or not the discussion questions and reading suggestions are enough to enhance intellectual skills is a point of uncertainty. Realistically, it appears that students will need more instructional support than the contents of a textbook can offer in order to master this particular educational goal.

There is also a belief by communication theory textbook authors that theory can enhance students' career skills (Sprague, 1990). Each of the communication theory textbooks used in this study contains theories that help students learn how to interact in any given type of professional situation (e.g., meetings, interviews, small-group discussions, etc.). What textbook authors do not do however, is offer students practical examples in which these skills can be refined. This is an instance where more emphasis should be placed on practicing the theory, with less time being dedicated to theory as a product or the result of formal research.

Finally, textbook authors advocate the reshaping of societal values (Sprague, 1990), albeit in a weak fashion. Communication theory textbook authors claim that they support criticism and change, yet they offer few places for students to refine the skill. Therefore, textbook authors need to present more groundwork before they expect students to be capable of executing procedures used in a formal critical inquiry.

Communication theory textbook authors present the educational process itself as an activity in which students make choices based on individual preference and/or need. As a result, students are responsible for what their educational role will be as well as what direction it will take. This is the case because textbook

authors offer many theoretical, metatheoretical, disciplinary, and educational alternatives from which students are active choice-makers and designers.

Interests

Additional analysis beyond the scope of this study is needed to indicate whose interests are being upheld, refined, and furthered by the manner in which communication theory textbooks are written. On some levels communication theory textbooks tend to benefit students. The two most 'student' oriented textbooks of the ones examined are Griffin (1997) and Infante et al. (1997). Griffin's use of popular culture examples and Infante et al.'s utilization of 'real life' scenarios stand out as pedagogical tools which obviously aide student comprehension.

Primarily, however, communication theory textbooks serve the interests of academia. That is, communication theory textbook authors write for people just like themselves; members of the discipline who also happen to be professors and theorists. Examples of such a trend can actually be found within some of the ideological tendencies. For instance, a motivation behind textbook authors ideological commitment to diversity may have been prompted by the profit driven nature of the textbook industry. Meaning that it is conceivable that textbook authors were 'forced' to present and represent communication theory in a fashion different from their competition in order to increase sales

The ideological tendency of construction, which is presented within the context of scholarly research, also indicates that the interests of academia are being served by textbook authors. That is, all of the theories presented within each of the textbooks are written by academicians. As a result, textbook authors reinforce the belief that one has to be an academician in order to conduct scholarly research.

Limitations of the Study

Admittedly, this inquiry does have its share of limitations. First, the number of artifacts used in this study was limited; for there are more communication theory textbooks available than what was used. However, the textbooks utilized in this study were and are still considered to be among the best by instructors who have taught the course.

Second, because some textbooks have more than one author, the use of 'author' in this study was a device rather than a person. Also in terms of textbook authors and limitations, because this study did not interview the people who wrote the textbooks, one could only make inferences as to what was meant about any given area found within the texts.

Third, it is impossible to determine how these textbooks are being used in an actual classroom setting because course syllabi were not included as an artifact for analysis in this study. Thus, it is hard to maintain how the content of a communication theory textbook is being presented and utilized.

Fourth, this study did not consider the influences of the competitive, market/profit driven approaches of the textbook industry.

Future Research

Some of the limitations of this study might lead to other inquiries which could improve the pedagogical content knowledge of the communication discipline. For instance, one might choose to trace communication theory textbooks historically to see if the tendencies found in this study are of a similar range. In this process, not only would the scope of this study be tested, but the number of artifacts would increase significantly as well. Furthermore, one could also use this study as a prototype for exposing ideological structures shaping other types of communication textbooks.

Another study might take into consideration course syllabi in an effort to see how, as well as which communication theory textbooks are being used in the classroom. However, an ethnographic inquiry might be the only conceivable way to know how the content included in a communication theory textbook is being presented, applied, utilized, and practiced by both student and teacher.

Finally, one might also conduct a study which considers the market/profit driven nature of the textbook industry. Such a study could offer insight into the reasoning behind why certain topics and issues are included and excluded, how they are presented, and where they are presented.

Footnotes

[1]The textbooks analyzed for this inquiry included Griffin's (1997) A first look at communication theory (3rd ed); Infante, Rancer, and Womack's Building communication theoryBuilding communication theory (3rd ed.); Littlejohn's (1996) Theories of human communication (5th ed.); Stacks, Hickson, and Hill's (1991) Introduction to communication theory; and Trenholm's (1991) Human communication theory (2nd ed.).

[2]In some instances a textbook author would mention a theory in passing, or dedicate two or three sentences to a theory. When this event occurred the theory was not charted as existing in the textbook. In addition, because all textbook authors did not refer to the theories by the same name, some theories were named through chapter headings.

[3]James Anderson (1996) counted 249 "communication theories," including 195 single-entry selections in his analysis of seven communication theory textbooks in the final chapter of his book, Communication theory: Epistemological foundations.

References

Anderson, J. A. (1996). Communication theory: Epistemological foundations. New York: Guilford Press.

Berger, C. R. (1977). The covering law perspective as a theoretical basis for the study of human communication. Communication Quarterly, 25, 7-18.

Berger, C. R. (1991). Communication theories and other curios. Communication Monographs, 58, 101-113.

Berger, C. R. (1992). Curiouser and curiouser curios. Communication Monographs, 59, 101-107.

Bochner, A. P. (1985). Perspectives on inquiry: Representation, conversation, and reflection. In M. Knapp & G. Miller (Eds.), Handbook of interpersonal communication (pp. 27-58). Beverly Hills: Sage.

Book, C. L. (1989). Communication education: Pedagogical content knowledge needed. Communication Education, 38, 315-321.

Bormann, E. G. (1980). Communication theory. New York: Holt, Rinehart, & Winston.

Burleson, B. R. (1992). Taking communication seriously. Communication Monographs, 59, 79-86.

Creswell, J. W. (1994). Research design: Qualitative and quantitative approaches. Thousand Oaks, CA: Sage.

Cushman, D. P. (1977). The rules perspective as theoretical basis for the study of human communication. Communication Quarterly, 25, 30-45.

Fisher, B. A. (1978). Perspectives on human communication. New York: McMillan.

Gerbner, G. (Ed.). (1983, Summer). Ferment in the field [Special issue]. Journal of Communication, 33 (3).

Giroux, H. A. (1988). Teachers as intellectuals: Toward a critical pedagogy of learning. New York: Bergin & Garvey.

Glaser, B., & Strauss, A. (1967). The discovery of grounded theory. Chicago: Aldine Publishing Co.

Griffin, E. (1997). A first look at communication theory (3rd ed.). New York: McGraw-Hill.

Hawes, L. C. (1977). Alternative theoretical bases: Toward a presuppositional critique. Communication Quarterly, 25, 63-68.

Hirsch, E. D., Jr. (1987). Cultural literacy: What every American needs to know. New York: Houghton Mifflin.

Infante, D. A., Rancer, A. S., & Womack, D. F. (1997). Building communication theory (3rd ed.). Prospect Heights, IL: Waveland Press.

Kuhn, T. S. (1970). The structure of scientific revolutions (2nd ed.). Chicago: University of Chicago Press.

Lannamann, J. W. (1991). Interpersonal communication research as ideological practice. Communication Theory, 1, 179-203.

Levy, M. R. (Ed.). (1993, Autumn). The future of the field--between fragmentation and cohesion [Special issue]. Journal of Communication, 43(4).

Levy, M. R., & Gurevitch, M. (Eds.). (1993, Summer). The future of the field--between fragmentation and cohesion [Special issue]. Journal of Communication, 43(3).

Littlejohn, S. W. (1996). Theories of human communication (5th ed.). Belmont, CA: Wadsworth.

Monge, P. R. (1977). The systems perspective as theoretical basis for the study of human communication. Communication Quarterly, 25, 19-29.

Parks, M. R. (1982). Ideology in interpersonal communication: Off the couch and into the world. In M. Burgoon (Ed.), Communication yearbook 5 (pp. 79-108). New Brunswick, NJ: Transaction Books.

Pearce, W. B. (1989). Communication and the human condition. Carbondale: Southern Illinois University Press.

Proctor, R. F. (1992). Preserving the tie that binds: A response to Berger's essay. Communication Monographs, 59, 98-100.

Purcell, W. M. (1992). Are there so few communication theories? Communication Monographs, 59, 94-97.

Redding, W. C. (1992). Response to professor Berger's essay: It's meaning for organizational communication. Communication Monographs, 59, 87-93.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15(2), 4-14.

Sprague, J. (1990). The goals of communication education. In J. Daly, G. Friedrich, & A. Vangelisti (Eds.), Teaching communication: Theory, research, and methods (pp. 19-38). Hillsdale, NJ: Lawrence Erlbaum.

Stacks, D., Hickson, III, M., & Hill, S. R. (1991). An introduction to communication theory. Fort Worth, TX: Holt, Rinehart, and Winston..

Trenholm, S. (1991). Human communication theory (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

FIGURE 1 THEORIES FOUND IN FIVE COMMUNICATION THEORY TEXTBOOKS

	Griffin	Infante et al.	Littlejohn	Stacks et al.	Trenholm
Coordinated Management of Meaning	x	x	x	x	x
Constructivism	x	x	x	x	x
Uncertainty Reduction Theory	x	x	x	x	x
Social Judgment Theory	x	x	x	x	x
Dramatism	x	x	x	x	x
Cognitive Dissonance	x	x	x	x	x
Kinesics	x	x	x	x	x
TOTAL NUMBER OF THEORIES: 7					

FIGURE 2 THEORIES FOUND IN FOUR COMMUNICATION THEORY TEXTBOOKS

	Griffin	Infante et al.	Littlejohn	Stacks et al.	Trenholm
Interaction Analysis		x	x	x	x
Information Theory	x	x	x		x
Symbolic Interactionism	x		x	x	x
Palo Alto Group (Interactional View)	x	x	x		x
Elaboration Likelihood Model	x	x	x		x
The Rhetorical Theory of Aristotle	x	x		x	x
Anxiety-Uncertainty Management Theory	x	x	x		x
Theory of Linguistic Relativity	x	x	x	x	
Nonverbal Expectancy Violations Model	x	x	x	x	
Symbolic Convergence Theory (Fantasy Theme)	x	x	x		x
Functional Theory of Group Decision Quality	x	x	x		x
TOTAL NUMBER OF THEORIES: 11					

FIGURE 3 THEORIES FOUND IN THREE COMMUNICATION THEORY TEXTBOOKS

	Griffin	Infante et al.	Littlejohn	Stacks et al.	Trenholm
General Systems Theory		x	x	x	
Social Exchange Theory	x			x	x
Meaning Theory	x		x	x	
Groupthink	x	x	x		
Information Systems Approach to Organizations	x	x	x		
Cultivation Theory	x	x	x		
Marx's Critical Theory	x		x	x	
Agenda Setting	x	x	x		
Proxemics (Cultural Analogy)		x	x	x	
Speech Act Theory		x	x		x
Rhetorical Sensitivity		x	x		x
Compliance Gaining		x	x		x
Social Approach (Dramaturgical Theory)			x	x	x
Structurational Theory of Climate		x	x		x
Yale Attitude Model		x		x	x
Cultural Approach to Organizations	x	x	x		
The Rhetorical Theory of Jurgen Habermas	x		x	x	
TOTAL NUMBER OF THEORIES: 17					

FIGURE 4 THEORIES FOUND IN TWO COMMUNICATION THEORY TEXTBOOKS

	Griffin	Infante et al.	Littlejohn	Stacks et al.	Trenholm
Social Penetration Theory	x		x		
Attribution Theory			x		x
The Rhetorical Theory of St. Augustine		x		x	
Generative Grammar Theory			x		x
Mehrabian's Metaphorical Approach to Nonverbal				x	x
Theory of Attitude Change			x		x
Speech Codes	x		x		
Predicted Outcome Value Theory		x	x		
The Semiotics of Saussure			x		x
The Semiotics of Pierce			x		x
Sophistic Rhetorical Theory		x		x	
The Rhetorical Theory of Cicero		x		x	
The Rhetorical Theory of Quintillian		x		x	
The Rhetorical Theory of Stephen Toulmin				x	x
The Rhetorical Theory of Richard Weaver				x	x
Theory of Narrative	x		x		
Media Theory (Technological Determinism)	x		x		
Hall's Critical Theory	x		x		
Spiral of Silence	x		x		
Conversational Style	x				x
Muted Group Theory	x		x		
Conversational Maxims			x		x
Communication Appehension		x	x		
Communicator Style		x	x		
Aggression/Argumentativeness/Hostility		x	x		
Accomodation Theory		x	x		
Contingency Rules Theory		x	x		
Hermeneutic Phenomenology			x	x	
Feminist Theory			x	x	
Communication in Marriage (Couple Types)		x	x		
Theory of Conflict and Resolution			x		x
Network Concepts (Organizational)		x	x		
Human Relations Theory		x	x		
Two-Step Flow Theory of Mass Communication		x	x		
Diffusion of Innovations		x	x		
Uses and Gratifications (Media)		x	x		
Innoculation Theory		x		x	
Congruity Theory				x	x
Functional Theory				x	x
Communication Competence		x			x
Fear Appeals		x			x
Language Intensity		x			x
Media Dependency Theory		x	x		
Theory of Unobtrusive Control		x	x		
Multiple Sequence Model of Group Decisions		x	x		
Chronemics		x		x	
TOTAL NUMBER OF THEORIES: 46					

FIGURE 5 THEORIES FOUND IN ONE COMMUNICATION THEORY TEXTBOOK

	Griffin	Infante et al.	Littlejohn	Stacks et al.	Trenholm
Critical Theory Approach to Organizations	x				
Face Negotiation Theory	x				
Relational Dialectics	x				
Seyla Benhabib's Interactive Universalism	x				
Thomas Nilsen's Significant Choice	x				
Immanuel Kant's Categorical Imperative	x				
Martin Buber's Dialogic Ethics	x				
Carol Gilligan's Different Voice	x				
Tactilics		x			
Similarity and Interpersonal Attraction		x			
Conversation Analysis		x			
Berlo's Process Approach to Communication		x			
Theory of Self-Esteem		x			
Dogmatism		x			
Machiavellianism		x			
Receiver Apprehension		x			
Writing Apprehension		x			
Predispositions toward Verbal Behavior		x			
Self-Disclosure (Wheeless)		x			
Language and Power		x			
Clothing Predispositions		x			
Evidence in Messages		x			
Opinionated Language		x			
Source Credibility Approach to Persuasion		x			
Eye and Facial Behavior		x			
Vocalics		x			
Reinforcement Theory and Attraction		x			
The Interpersonal Goal-Oriented Theory of Attraction		x			
Three Stage Rule-Based Model of Relationship Development		x			
Scientific Management Theory		x			
Cahn's Theory of Perceived Understanding		x			
Theory of Independent Mindedness		x			
Theory of Organizational Assimilation		x			
Reflective-Projective Theory		x			
A Theory of Mediated Interpersonal Communication		x			
Magic Bullet Theory		x			
Lull's Theory of Mass Media and Audience Behavior		x			
Human Action Approach to Intercultural Communication		x			
Systems Approach to Intercultural Communication		x			
Argumentative Skill Deficiency Model of Intrafamily Violence		x			
Relational/Perceived Control in Health Care		x			
Compliance within Health Care Contexts		x			
Organizational Health Communication		x			
Health Communication Competencies		x			
Symbolic Convergence Theory (Political Communication)		x			
The Effects Model and Vother Persuasion Paradigm		x			
Agenda-Setting Theory in Political Communication		x			
Political Communication (Constructivist View)		x			
Systems Model of Relational Interaction		x			
Theory of Interpersonal Motives		x			

	Griffin	Infante et al.	Littlejohn	Stacks et al.	Trenholm
Nature of Groups		x			
Value Differences		x			
Ethnocentrism		x			
Parasocial Interaction (Mass Media)		x			
The Rhetorical Theory of Michel Foucault			x		
Network and Convergence Theory			x		
Langer's Theory of Symbols			x		
Semiotics of Eco			x		
Propositional Approach to Coherence			x		
Sequencing Approach to Coherence			x		
Pragmatic Approach to Coherence			x		
Action-Assembly Theory			x		
Relevance Theory			x		
Politeness			x		
Social Construction of Reality			x		
Social Construction of Self			x		
Social Construction of Emotion			x		
Account Theory			x		
Shimanoff's Rule-Governing Approach			x		
Theory of Elaborated and Restricted Codes			x		
Classical Phenomenology			x		
Social Phenomenology			x		
Hermeneutics			x		
Textual Interpretation			x		
Interpretive Media Studies			x		
Patriarchal Universe of Discourse			x		
Relational Perception			x		
Relational Dissolution			x		
Self-Disclosure (Jourard)			x		
Dialectical Theory of Friendships			x		
Game Theory			x		
Interaction Process Analysis			x		
Structuration Theory			x		
Foundational Theory of Networks			x		
Semiotic Theories of the Media			x		
McQuail's Marxist Media Theory			x		
Dependency Theory			x		
Media and Audience Theory			x		
Information-Integration Theory			x		
Social Learning Theory			x		
Conversational Argument			x		
Cognitive Argument			x		
The Input-Process-Output Model of General Organizing			x		
Action Theory				x	
Adaption Theory				x	
Equilibrium Theory				x	
Patterson's Functional Approach to Nonverbal				x	
Role Theory (Pragmatist View)				x	
Role Theory (Transactional View)				x	
Developmental Approaches to Personality				x	
Shutz's Personality Types				x	
Gibb's Communication Climates				x	

	Griffin	Infante et al.	Littlejohn	Stacks et al.	Trenholm
Roger's Self Theory Approach				x	
Balance Theory				x	
Symmetry Theory				x	
Alinsky's Ethics				x	
The Critical Theorists' Dialectics				x	
Freudian Discursive Intervention				x	
The Biosocial Approach				x	
Hierarchy of Needs				x	
Person Perception					x
Correspondence Inference Theory					x
Communicatory Acceptability (Covariation Model)					x
Impression Formation (Asch Model)					x
Social Schema					x
Prototype Person Schema Model					x
Communicative Partners					x
Role-Identity Model					x
Negotiation Model					x
Functional Theory of Dance and Larson					x
Reardon's Approach to Persuasion					x
Developmental Tasks					x
The Life Span Approach					x
Model of Interpersonal Attraction					x
Personal Construct Theory					x
Affinity-Seeking Model					x
Bem's Self-Perception Theory					x
Model of Confirmation					x
Relational Intracacies					x
Wood's 12-State Model of Interpersonal Relations					x
Social Comparison Theory					x
Interpersonal Need Theory					x
Model of Group Socialization					x
Trait Approach to Leadership					x
Decision Emergence					x
TOTAL NUMBER OF THEORIES: 135					

FIGURE 6 DISCIPLINARY AFFILIATION OF THEORISTS FOUND IN FIVE AND FOUR TEXTBOOKS

THEORY NAME	THEORIST(S)	DISCIPLINARY AFFILIATION
Coordinated Management of Meaning	Pearce, Cronen, Harris	Communication
Constructivism	Delia	Communication
Uncertainty Reduction Theory	Berger	Communication
Social Judgment Theory	Sherif	Psychology
Dramatism	Burke	ND
Cognitive Dissonance	Festinger	Psychology
Kinesics	Ekman and Friesen	Psychology
Interaction Analysis	Fisher	Communication
Information Theory	Shannon and Weaver	Engineering
Symbolic Interactionism	Mead	Sociology
Palo Alto Group (Interactional View)	Watzlawick, Beavin, Jackson	Psychology
Elaboration Likelihood Model	Petty and Cacioppo	Psychology
The Rhetorical Theory of Arristotle	Arristotle	ND
Anxiety-Uncertainty Management Theory	Gudykunst	Communication
Theory of Linguistic Relativity	Sapir and Whorf	Anthropology/Linguistics
Nonverbal Expectancy Violations Model	Burgoon	Communication
Symbolic Convergence Theory	Bormann	Communication
Functional Theory of Group Decision Quality	Hirokawa and Gouran	Communication

ND=Not Determined